

COMPREHENSION ANSWERS

FROM THE PASSAGE

1. Her grades may be affected [1] and she may get ridiculed/ostracised by her friends [1].
2. (i) "sadism" [1]
(ii) It highlights the writer's disdain at having to dissect the frog [1], since she believes it is only normal to be horrified by the idea [1].
(iii) Her tone is sarcastic [1] to show that unlike those around her, she firmly believes that having to dissect the frog is not an honour at all [1].
3. [✓] The writer felt very angry at the situation.
4. She felt that her attempts were heroic / brave [1].
5. Being able to dissect frogs gave them a sense of power [1] since unlike previously, they were now "a powerful master of the gleaming blade" [1]. (*Accept any other possible answers*)
6. She wanted to silence them/ prevent them from goading her further [1].
7. (i) She thought they would work together with her [1] and believed her friends would not condone the procedure [1].
(ii) They reacted forcefully against the writer's opinions [1] and could not contain their contempt [1].
8.

Descriptions: "nameless souls"
Writer's view of her classmates: The writer is not well acquainted with her friends.

Descriptions: "thick skulls"
Writer's view of her classmates: Her classmates are mindless / dumb.
9. The sentence creates an image in the reader's mind of the frog as an honourable king sitting on a throne [1]. This is unusual because we know that unlike a king, who commands respect from all, the frog is treated with disregard and as a mere science subject by the class [1].